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An experimental teaching fellowship program, the basic pattern of which involves widespread recruitment among liberal arts graduates followed by teacher training based on cooperation between the Graduate School of Education at Yeshiva University and affiliated schools and school systems. During the internship year, the teaching fellow spends half of each schoolday in teaching, for which he is compensated at the rate of one-half of a beginning teacher's salary. Report describes summer session training and internship year, types of internships, backgrounds of teaching fellows for 1959-60, and collaboration between cooperating schools and the Graduate School of Education.							
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PAID INTERNSHIP - THE MODERN WAY
in TEACHER EDUCATION

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THE TEACHING FELLOWSHIP PROGRAM

The Teaching Fellowship Program of the Graduate School of Education of Yeshiva University, under a grant from the Fund for the Advancement of Education, is now completing its third year of operation. Some 40 Fellows served internships during the first year of the Program. The number of teaching Fellows placed in cooperating schools during the second year of operation mounted to 125. Currently (1959-60) there are over 150 interns under the Teaching Fellowship Program in schools throughout the Metropolitan Area, covering public and private schools and school systems in New York, New Jersey, and Connecticut.

The Program is experimental in its philosophy and flexible in its implementation. The basic pattern involves widespread recruitment among liberal arts Graduates, followed by training based on cooperation between the Graduate School of Education and affiliated schools and school systems.

The Graduate School of Education screens applicants through interviews, examination of college records, references, and - where necessary - standardized tests. The Fellows are then placed in one of some 35 cooperating school systems for a one-year internship.

Summer Session Training

During an initial 6 to 10-week summer session the Fellow completes 8 to 12 credits in professional education and receives a provisional State teaching certificate or New York City substitute license.

Interviews are scheduled for the Fellows with superintendents, principals, or placement directors of the cooperating schools. Upon acceptance, a paid internship is arranged.

The Internship Year

During the internship year, commencing in September, the teaching Fellow reports each school day for a full day to the school to which he is assigned. Half the time is spent in teaching, and the other half is observation, practice teaching, and incidental assignments (study hall, lunch room, tutoring, audio-visual operations,

administrative assistance, etc.). The intern attends faculty meetings, parent conferences, and other professional school activities. He is compensated at the rate of one-half of a beginning teacher's salary, which in the Metropolitan Areas is about \$2100 to \$2500 per annum.

It will be seen that the internship adds nothing to the school budget. In fact, a high caliber teaching Fellow more than pays his way during the internship year. As a potential source of well-qualified teachers, this program is regarded as invaluable by school recruitment officers.

In service, the intern is supervised by the personnel of the school system in which he is serving, as well as by a Graduate School staff member who makes periodic visits to his school and classroom. Customarily, the intern attends classes at the Graduate School at least two afternoons or evenings a week, taking 4 courses (12 credits) each semester, one of which is a seminar in student teaching. Supervisory personnel in cooperating schools are alerted to having our interns receive a sound experience in observing master teachers and in teaching under their guidance. Cooperating teachers receive recognition in the form of an invitation to take any three-credit course of their choice as the guest of the Graduate School of Education.

TYPES OF INTERNSHIPS

Our experimental, flexible program has developed and continues to develop, a diversity of internship patterns, including the following:

- 1) An elementary school intern receives six to eight weeks of orientation including observation and practice teaching at the beginning of the school year, after which he or she becomes a "built-in" substitute. The Graduate School permits the use of interns in this way for a maximum of 100 school days during the year. The rest of the time is spent in supervised training experience.

2) A team of two teaching Fellows is assigned to one elementary school class under the New York City plan.

3) One full secondary school program (English, Social Studies, Science, Language, or Mathematics) is divided between two interns, one taking 3 classes and a building assignment, the other taking a Home Room, 2 classes and a building assignment.

4) A Junior or Senior High School program involving two subjects, for example, English and Social Studies, or Mathematics and Science, or Biology and Chemistry, is divided between two interns, each working in his special area of competence.

5) A partial secondary school program (e.g. two or three classes in English or in Mathematics), assigned to a Fellow. This partial program may arise as a result of programming or it may be created to reduce class size where a qualified intern is available.

6) In some systems, such as Yonkers, an intern is apprenticed to a master secondary school teacher in order to make possible the release of this teacher for special service with beginning teachers throughout the system. The Fellow teaches the classes when the master teacher is away on other assignments.

7) Another type of internship involves practice teaching mornings in a public school and paid teaching in the afternoons in the English program of a day school.

8) Where a Fellow enters the program during the fall semester, he takes a full course in student teaching without pay in the Spring, and completes his training in a full-time position the following September.

BACKGROUNDS OF THE TEACHING FELLOWS

Candidates accepted into the 1959-60 program had, at the time of acceptance, one or more degrees from the following institutions:

Adelphi College
Antioch College
Arizona State University
Augustine College
Barnard College
Boston University
Brandeis University
Brooklyn College
Brown University
California in Los Angeles, U. of
(U.C.L.A.)
Chicago, U. of
City College of New York
Columbia University
Connecticut, U. of
Cornell University
Drew University
Duke University
Earlham College
Farleigh Dickinson College
Fordham University
Georgia, U. of
Harvard University
Hofstra College
Howard University
Hunter College
Iona College
Ithaca College
King's College (N.Y.)
Lehigh University
Long Island University
Marywood College
Miami, U. of
Michigan, U. of
Mt. Holyoke College
New Paltz College

New York University
North Carolina, U. of
North Dakota, U. of
Ohio University
Ohio State University
Oklahoma, U. of
Pennsylvania, U. of
Pennsylvania State University
Queens College
Radcliffe College
Rhode Island, U. of
Rochester, U. of
Rutgers University
St. John's University
St. Peter's College
San Diego State University
Seton Hall University
Simmons College
Skidmore College
Smith College
Syracuse University
Temple University
Toledo, U. of
Tufts College
Union College
Upsala College
Vassar College
Vermont, U. of
Virginia State College
Washington College (Md.)
Wayne University
Wellesley College
Whitworth College
Wisconsin, U. of
Xavier University
Yeshiva University

About 20% of the Fellows had more than one degree upon acceptance into the Teaching Fellowship Program. About half were recent college graduates. The others included housewives ready to enter the profession, and mature students desiring to teach after careers in business, law, journalism, pharmacy, public relations, accounting, and other vocations.

Profiles of a few of our fellows are here given as representative of the type of potential teacher accepted into the Program:

Rema Freiburger
B.J., University of Missouri 1932
major: Journalism
writer, account executive, administrator
Fellow TFP 1957-58
interned: William Howard Taft High School, NYC
at present: teaching at William Howard Taft High School, NYC

Joyce Rogers
B.S., City College of New York 1958
major: Biology
salesgirl, Church school teacher
Fellow TFP 1958-59
interned: Joan of Arc Junior High School, NYC
at present: teaching at Joan of Arc Junior High School, NYC

Robert Lee
B.A., Adelphi College 1958
major: Biology
truck driver, psychiatric aide
Fellow TFP 1958-59
interned: Northport High School, L.I.
at present: teaching at Northport High School, LI

Fabian A. Glassman
B.S., Columbia University 1941
majors: Chemistry and Pharmacy
registered, practicing pharmacist
Fellow TFP 1957-58
interned: Bay Ridge High School, New York City
Teacher of Science, New Hyde Park Memorial High School, LI
at present: administrative assistant, TFP, Graduate School of Education

Marion Fernando
B.A., Duke University 1958
major: English
clerk, Netherlands Antilles
Fellow TFP 1958-59
interned: Seward Park High School, NYC
at present: Teacher of English, Raleigh, North Carolina

Herbert L. Corey
B.B.A., City College of New York 1958
office worker
Fellow TFP 1958-59
interned: East Meadow Elementary Schools, L.I.
at present: teaching at East Meadow Elementary Schools, LI

Paul Flaum
B.A., Columbia University 1958
majors: Classical studies, History
salesman
Fellow TFP 1958-59
at present: teaching at James Monroe High School, NYC

Herbert Cohen
B.A., Cornell 1944
major: Chemistry
Professional athletics, business
Fellow TFP 1957-58
interned: Westbury High School, LI
at present: teaching at Westbury High School, LI

Joseph Holstein
B.A., Yeshiva College 1954
major: Mathematics
youth group worker
Fellow TFP 1957-58
interned: Lincoln High School, Yonkers, New Yprk
at present: teaching at Lincoln High School, Yonkers, NY

An amazing low rate of attrition during the internship year has been maintained. Approximately 97% of the Fellows have completed their training and gone on to full time teaching, with 50 per cent remaining in the school system in which they were trained.

The Graduate School of Education - in its staff, student body, and orientation - is completely non-sectarian. Students and staff represent virtually every race and creed. Visiting faculty invariably comment on the high caliber of the students and the quality of work being done at the Graduate School of Education.

COOPERATING SCHOOLS AND SCHOOL SYSTEMS

The cooperating schools and school systems which have participated in the Teaching Fellowship Program include the following:

New York City (all boroughs)

Elementary division
Junior High School Division
Senior High School Division
Vocational High School Division

Long Island - Nassau County

Carle Place	New Hyde Park
East Meadow	Plainedge
Elmont	Plainview
Farmingdale	Rockville Center
Hicksville	Westbury

Long Island - Suffolk County

Greenlawn Centerport
Huntington
Northport

Westchester County

Harrison
Mount Vernon
New Rochelle
Yonkers

New Jersey

Irvington
Maplewood
Teaneck
Wayne Township
Westwood

Connecticut

Westbury

Private Schools

Brooklyn Community-Woodward School
Esther Shoenfeld High School
Little Red School House
New Lincoln School
Reading and Study Skills Center
Rhodes School
Roosevelt School, Stamford, Conn.
Walden School
Woodmere Academy

COLLABORATION BETWEEN THE COOPERATING SCHOOLS AND THE
GRADUATE SCHOOL OF EDUCATION.

Facilities of cooperating schools have been extended to us in various ways for cooperative purposes. Among these we may include research projects undertaken jointly by the Graduate School and a cooperating school, the use of school buildings for off-campus centers, the affiliation of a cooperating school as a campus school, and the conduct of research projects in schools by personnel pursuing doctoral work at the Graduate School of Education.

Liaison with cooperating schools is maintained in a variety of ways. Administrative and/or personnel officers of the cooperating schools interview candidates and make final decisions about placement, programs and stipends in consultation with Graduate School of Education personnel. University field supervisors work with cooperating school teachers and supervisors throughout the internship year. Many of the latter give or take courses at the Graduate School.

The Graduate School curriculum is in many ways a cooperative venture in which personnel from the cooperating schools play a significant part. Courses or lectures at the Graduate School have been given by a large number of educators

from cooperating schools, among whom are included: Dr. David Salten, Superintendent of Schools, Long Beach, L.I.; Dr. Edward McCleary, Superintendent of Schools, East Meadow, L.I.; Dr. Clifford L. Rall, Superintendent of Schools, Plainedge, L.I.; Miss Florence Beaumont, Associate Superintendent of Schools, N.Y.C.; Miss Truda Weil, Dr. Maurice Ames, Dr. Abner Jaffe, and Dr. Bernard E. Donovan, Assistant Superintendents of Schools, N.Y.C.; Mrs. Helen Farrel, Supervisor of Attendance, Island Trees, L.I.; Dr. William Bristow, Director, Bureau of Curriculum Development, N.Y.C.; Mr. Harold Fields, Member of N.Y.C. Board of Examiners, and many others.

A few comments from cooperating schools may be in order.

The annual report of the East Meadow Public Schools for 1959 contains the following:

"Teacher Internship Program ... In cooperation with the Fund for the Advancement of Education (Ford Foundation) and Yeshiva University, East Meadow has for the past two years been engaged in a special internship program of teacher education. This unique program is open only to people who already hold a B.A. degree in the liberal arts or in science. Although these individuals may have been successfully engaged in other professions, they have discovered that teaching is their real vocational goal. Through this cooperative program such mature students pursue their graduate work at Yeshiva University and are employed at the same time as teaching interns in a school district selected by the University. Prior to their acceptance as interns in East Meadow, prospective candidates are screened to make sure they meet our standards for successful teaching. They commence their training at Salisbury Elementary School following a summer session at Yeshiva. After 8 weeks at Salisbury spent in observing classroom methods and teaching under the guidance of master teachers, the interns are assigned by the Superintendent of Schools to individual schools where they serve as substitute teachers and teacher assistants.

"A candidate assigned to a particular school system may indicate that he would like to remain on the staff as a full-fledged teacher. We are pleased to announce that all seven interns from the 1958-59 group in East Meadow made this request and will be regularly assigned teachers as of this September. This program appears to us to be an outstanding method of teacher recruitment since mature students receive a preview of our school system while we are observing them first-hand in our own classroom situations."

Dr. Edward McCleary, Superintendent of Schools in East Meadow, observes: "The Teaching Fellowship Program has exceeded my most optimistic expectations. This is by far and away our best teacher recruitment program. For example, during the 1958-1959 school year, we employed all seven teaching fellows in our school system for 1959-1960. We are delighted that all seven thought enough of our system to want to remain with us. The interns receive \$2,000 now. I intend to propose to the Board of Education that we pay next year, half our beginning pay or \$2,300 for the intern teachers. In the event that we should increase our pay for the beginning teachers to \$4,800 or \$5,000, then the interns would receive either \$2,400 or \$2,500."

Dr. Rocco Rescigno, Deputy Superintendent of Schools in Yonkers, Commented:

"I take this opportunity to endorse the Teacher Intern Program which we have followed with you for the past year.

"The persons whom we have hired on a one-half annual salary basis have been eager and enthusiastic candidates for the teaching profession.

"As you know, we were happy this September to employ Mr. Harry Goder and Mr. Arnold Goldstein as full time teachers with regular assignments in our secondary schools.

"We have the feeling that our joint program is a realistic way of preparing teachers during their graduate year of study for entrance into the profession."

Mr. J. Taylor Finley, Superintendent of Schools of Huntington, Long Island, writes:

"We have been so pleased with the student fellows which you have sent us during the past two years, that I thought a word of appreciation was in order.

"Both Mr. Brown, who was with us in 1958-59, and Mrs. Polatnick, who is with us this year, have proven to be outstanding teachers. We offered Mr. Brown a permanent position with us, but he declined in favor of a position nearer home. If Mrs. Polatnick finishes up as well as she has started, I believe that this plan has worked to the mutual benefit of both of us."

ADDITIONAL SERVICES OF THE GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education offers the M.S., the Ed.D., and the Ph.D. degrees in elementary education, secondary education, special education, psychology, guidance and counselling, religious education, and interdepartmental studies. Particularly on the doctoral level many teachers, supervisors, and administrators are finding an opportunity to complete their doctorates in an Ed.D. program geared to modern professional education.

Our off-campus offerings at Northport in Suffolk County, Plainedge, Carle Place, Rockville Center, and Levittown in Nassau County, and Spring Valley in Rockland County makes it possible for teachers in these areas to take part of their degree work as well as courses to meet other needs without traveling into the city.

The offering of a 12-month program of studies, day and evening, includes two six-week summer sessions.

Workshops, lecture series and conferences are designed to enrich the background of students and meet varying needs.

A vastly enriched and growing program of liberal studies is available in the Institute of Social Sciences. Additional programs in English, Speech and

Communication, Mathematics and Science, Psychology and other areas are being offered.

Graduate fellowships, teaching fellowships, scholarships, scholarship courses, and institutes are available. Seminar-size classes coupled with a spirit of individual attention to students make possible a spirit of intimacy.

A LOOK AHEAD

An account of the Teaching Fellowship Program appeared in the magazine High Points in March 1959. Another was read by Dean Benjain Fine at a meeting of thirty presidents and deans of colleges and universities held under the auspices of the Fund for the Advancement of Education at Aspen, Colorado on October 26, 1959.

A national survey indicates that the pattern of paid teaching internships is being widely accepted and that the Graduate School of Education of Yeshiva University had taken the leadership in this movement.

Objectives for 1960-61 call for 300 Teaching Fellows to be placed in cooperating schools in the Metropolitan Area. But this is only the beginning. We are planning internships not only in elementary and secondary school teaching and in school psychologist but also in junior and community college teaching, in school administration, in special education, in guidance and counseling, and in other needed areas. Steps are now being taken to implement these programs.

It is anticipated that within two to four years a minimum of 500 paid internships under the pattern of the Teaching Fellowship Program will be in operation. This will constitute a major breakthrough in teacher training. It will be the realization of a dream of having school systems and colleges contribute all their resources in this direction.

Once this becomes the established pattern in teacher education we may expect to increase the number of trainees rapidly. The vast and growing metropolitan area should absorb 2,000 Teaching Fellows annually from the Graduate School of Education. The Fund for the Advancement of Education will have been amply

justified in its confidence and may be expected to extend additional assistance to help realize the wider objective.

The Graduate School of Education will, within the next three years, be housed in spacious quarters on its own campus in midtown Manhattan. The training of 2,000 quality teachers and other school personnel annually in the Teaching Fellowship Program will be one of its distinguished services to education. What the others will be - in experimentation, research and leadership - only time will tell.

Morris Gall

Assistant Dean and
Director, Teaching
Fellowship Program